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Course Profile

Media Studies

Grade 11
Open
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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

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OAEC

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Acknowledgments

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Course Overview
Media Studies, Grade 11, Open, EMS3O

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000*

Course Description

This course emphasizes knowledge and skills that enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Course Notes

Students in this Open course have achieved success in Grade 10 Applied or Academic or Locally Developed English courses. This course provides opportunities for students to acquire knowledge, and both practical and critical thinking skills to serve them for the rest of their lives. The units and activities outlined in this profile have been designed to bring success to students who themselves bring a range of prior knowledge, skills, and interests to the course. When planning this course, the teacher should inquire into the facilities available.

This course builds on the media studies strands of both the Applied and Academic Grade 10 English courses. It provides students with a more focused inquiry into media practices and encourages a broader range of activities that involve media studies and media production. This course provides all students with the skills and knowledge to analyse media, raise media awareness and to prepare for a life which is inundated with media in its various forms. Emphasis is on the students' responses to media works and on the development of students' specific media literacy skills. Further emphasis is placed on identifying audience and its response to media, as well as making aesthetic and ethical judgments on media. Students create and critique media productions while focusing on the skills of viewing, representing, listening, speaking, reading and writing.

Nature of the Course

- This course invites, but does not require, an approach to media studies involving learning activities that require video and audio recorders and video editing equipment. Teachers are encouraged to make equipment available to all students where possible and when appropriate.
- Reading and writing are important components of this course, so all students will be given opportunities to further develop their individual literacy skills.
- Times used for the unit are approximations.
- Media content and media forms change and evolve rapidly. Consequently, the teacher must foster a flexible approach, allowing for current media issues and subjects to become resources for daily teaching and learning activities.
- This course could be offered as part of a package with courses such as Media Arts and/or Communication Technology which address different, but complementary, perspectives on media issues. It could also be linked to cooperative education credits.

Planning for Student Learning Opportunities

- This course values students' responses to contemporary media issues and practices.
- All students should be encouraged to develop their own media knowledge and to share their media skills and abilities with other students and with the teacher.

- A persistent focus for the course should be the improvement of students' specific media literacy skills to foster a lifelong awareness of the influence and pervasiveness of media in their lives.
- Consideration must be given to the facilities used for the delivery of this course. Availability of audio-visual equipment, computers and the logistics of the classroom must be considered for the variety of learning activities.
- The continuing expansion of careers in media warrants activities like field trips to media destinations (television studio, radio station or newspaper office) or invitations to guest speakers who work in media.

Units: Titles and Time

* Unit 1	Your Generation	22 hours
Unit 2	Media Issues	23 hours
Unit 3	Know Your Rights!	20 hours
Unit 4	Media Consumption	23 hours
Unit 5	Raise the Hype!	22 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Your Generation

Time: 22 hours

Unit Description

As part of the introduction to the course, students complete a diagnostic activity that allows the teacher to assess the level of media awareness and knowledge individuals bring to this course from personal experience and exposure to media components in earlier grades. Teachers establish that students have the necessary language and familiarity with basic media literacy and popular culture to view media representations of themselves and critique them. Students begin to keep a Media Log and Journal to track their consumption of media and their deepening understanding of the ways in which media impacts on their lives. Students analyse print and video works to understand how they are being depicted as a group. They are challenged to decode the messages, both explicit and implicit, that media gives them about themselves. Opportunities for whole class, small group, and individual learning are provided, so that by the end of the unit, the students are prepared to create a teen magazine that accurately depicts their generation.

Strand(s) & Learning Expectations

Strands(s): Media Text, Media Audiences, Media Production

Overall Expectations: MTV.01, MTV.02, MAV.01, MAV.02, MPV.01

Unit Overview Chart

Cluster	Expectations	Assessment	Focus and Suggested Activities
1.1 Media and the Masses (90 minutes)	MTV.01, MT1.01, MT103, MT1.04, MT1.06, MAV.02, MA1.03	K/U, T/I, A	- Introduce key terminology through review of a variety of magazines and newspapers and identification of characteristics of media forms. Students analyse media using a diagnostic chart to assess knowledge of form, audience, aesthetic qualities, meaning and message - Use of rotational sites to explore media

1.2 Popular Products (70 minutes)	MAV.02, MA2.01, MA2.02, MA2.03	T/I, C	- Develop a list of popular culture products and a definition of popular culture, through small group discussion, and class consensus - Make a list of Canadian popular culture products relevant to teens - Groups create a list of What's In and What's Out and defend the choices to the class - Paragraph analysis
1.3 Is that you on TV? It sure isn't me! (120 minutes)	MTV.02, MT1.03, MT2.01, MT2.02, MT2.04, MT2.05, MA1.01, MA1.02	T/I, C, A	- Chart how teens see themselves; look at clothing, style, language - View and discuss a TV show that focuses on teens - Complete chart addressing clothing, style, language - Rework a scene from a teen interest show; how would it look in a teen's life
1.4 Sporting Ads: Who's in the audience? (120 minutes)	MTV.01, MTV.02, MT1.02, MT1.03, MT1.04, MT1.06, MAV.01, MAV.02, MA1.01, MA1.02, MA2.04	K/U, T/I, C	- Discuss audience and target audience - View TV commercials and identify target audience - Watch sporting good advertisements - Discuss demographics of ads through the use of top 100 charts - Discuss key words in advertisements - Students create a commercial
1.5 You want something different? (80 minutes)	MTV.01, MTV.02, MT1.01, MT1.04, MT1.06, MAV.01, MA1.01, MA1.02	A	- Analyse media alternatives - Introduce the idea of alternative attitudes to cultural norms - Create a triptych (a three-sided display)
1.6 Promote This! (120 minutes)	MTV.01, MTV.02, MT1.02, MT1.03, MT1.04, MT1.05, MAV.01, MA1.02	A	- Compare two versions of the same movie poster for marketing techniques - View movie promos - Examine and practise marketing techniques - Construct a promo using an editing machine
1.7 Not with them! Cliques in the media (120 minutes)	MTV.01, MTV.02, MT1.03, MAV.02, MA1.01	A, C, T/I, K/U	- Discuss cliques - Deconstruct films - Read articles about cliques - Prepare an oral editorial
1.8 Pop Music and Video (120 minutes)	MTV.01, MTV.02, MT1.01, MT1.02, MT1.03, MT1.04, MT1.05, MT2.01, MT2.02, MT2.04, MAV.02, MA1.01, MP2.01	A, C, T/I, K/U	- View a selection of videos that focus on teens - Discuss how teens are represented. What do they value? - Create a storyboard for a music video How do teens want to be represented? - Go backwards from this point - Have VJ/DJ visit, if possible - Students prepare questions for the visit

1.9 The power of body language (120 minutes)	MTV.01, MT1.01, MT1.02, MT1.03, MT2.01, MT2.02, MT2.03, MT2.04, MT2.05	T/I, C, K/U	- Discuss how teen magazines depict gender issues - Identify frequently used camera angles - Discuss the effect of these angles - Collect a series of visuals from magazines and identify the angles used and their effect on teens - Identify audience and audience characteristics
1.10 Know The Facts (300 minutes)	MPV.01, MP1.01, MP1.02, MP1.03, MP1.04	A, C, T/I, K/U	- Create a presentation that deconstructs a teen media form

K/U = Knowledge/Understanding C = Communication
T/I = Thinking/Inquiry A = Application

Unit 2: Media Issues

Time: 23 hours

Unit Description

This unit looks at media issues by exploring four areas in which media has a powerful influence. The first section deals with stereotypes and how they are presented in the media. The second section looks at the issue of violence in the media. The unit also discusses and analyses the role of private and public media, and the global influence of North American media. Students see that there are other approaches to these issues besides the ones that are presented in the mainstream media.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences, Media Production

Overall Expectations: MTV.01, MTV.02, MAV.01, MAV.02, MPV.01, MPV.02.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus and Suggested Activities
2.1 Stereotypes (300 minutes)	MT2.01, MT1.01, MT1.02, MT1.04, MA1.01, MA1.02, MP1.01,	K/I, C	- Discuss the term stereotype - View a sitcom and make a list of stereotypes represented - Pairs present information to class
2.2 Violence (300 minutes)	MT2.02, MT1.02, MT1.04, MA1.02, MP1.02	K/U, T/I, C	- Discuss violent vs. peaceful resolution in media - Examine the issue of censorship vs. educated choice-making with respect to violence in film - Discuss popular wrestling gimmicks/ controversy - Examine video games for their violent content - Re-create an action film's violent end to use peaceful resolution
2.3 Public vs. Private Media (300 minutes)	MT2.05, MT1.05, MT1.06, MA1.03, MA2.01, MP2.04	T/I	- Examine articles on media ownership - Compare public and private media - Invite guest speaker from industry - Create a hypothetical interview with individual from media industry after researching employment options

2.4 Campaign for this! (180 minutes)	MA2.03, MA2.04, MT1.05, MT2.03, MA1.03, MA2.01, MP2.04	K/U, C	- Identify current media campaigns - Divide class into six groups each looking at one side of the campaign being addressed - Have full class discussion of issue after presentations
2.5 Our Choice! (300 minutes)	MTV.01, MTV.02, MP1.04, MP2.02	T/I, C, A, K/U	- Group compiles TV ads or websites in the form of a portfolio to examine how an issue is represented in a selected media form - Presentation includes a guided deconstruction of media pertaining to their topic

K/U = Knowledge/Understanding C = Communication
T/I = Thinking/Inquiry A = Application

Unit 3: Know Your Rights!

Time: 20 hours

Unit Description

Using a focus on human rights, and issues related to women and children, students gain an understanding of the power of media in our lives. Through example and discussion students are introduced to alternative media forms and the different ways media can present the same issue. These examples and discussions enable students to demonstrate their understanding of media forms, production, target audience, influence and purpose.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences and Media Production

Overall Expectations: MTV.01, MTV.02, MAV.02, MPV.01.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus and Suggested Activities
3.1 We have rights? (180 minutes)	MT1.03, MT1.04, MT1.05, MT1.06, MT2.05, MT1.01, MTV.01, MTV.02	K/U, T/I, C, A	- Develop understanding of term 'rights' through brainstorming and think/pair/share - Produce comparison chart to determine a definition of rights by analyzing two media forms - Deconstruct an article or speech given to illustrate the importance of rights - Discuss in small groups or whole class: Whose rights are often violated? - Create their own definition of rights in a billboard
3.2 Know Your Rights! (180 minutes)	MT1.06, MT2.01, MT2.02, MT2.03	K/U, C, T/I, A	- Present selected music dealing with human rights to the whole class - Focus on one song - Deconstruction of songs in a chart - Discussion of the social implication of song - Produce a comparison between one song and a media text in chart form, examining form, example, audience, social impact, representation

3.3 Balance Power (180 minutes)	MT1.06, MA2.04	K/U, A, C,	- Present an issue relating to women's rights to whole class - Create a comparison chart analyzing the language of two articles on the same issue - Identify the frequency of gendered pronouns - What is the effect? - Student-led investigation of similar issue using the process outlined in class example - Students examine on-line teen zines dealing specifically with girls or boys - Discuss how these differ from mainstream print magazines
3.4 Save our children (180 minutes)	MT2.02, MT2.01, MT2.03, MT2.04	T/I, A, C,	- Examine print articles or news clips dealing with the marginalization of children - Examine on-line articles about the marginalization of children - Compare and contrast the media surrounding children's issues and media dealing with 'mainstream' issues of daily interest and their effects on the audience - Present a brief radio documentary of one issue examining the marginalization of children
3.5 The right to know! (180 minutes)	MT1.01, MTV.01, MAV.01, MA1.02	K/U, A,	- Examine current issues pertaining to human rights in a round robin format. - Present proposal formats and outline - Instructions for review - Create undivided proposals followed by peer editing and a final draft
3.6 Right Now! (300 minutes)	MP1.02, MP1.03, MP1.04, MP1.01, MP2.03	K/I, C, A, T/I	- Context: Students have been asked by Amnesty International to prepare a media form to address an issue relating to human rights

K/U = Knowledge/Understanding C = Communication
T/I = Thinking/Inquiry A = Application

Unit 4: Media and the Consumer

Time: 23 hours

Unit Description

In this unit students gain an understanding of the connections between the media and the consumer. Students examine the relationship between media and consumer behaviour, codes of advertising, techniques used and relevant audience. Students deconstruct advertisements, commercials and public service announcements to reveal their explicit and implicit messages. The culminating activity involves an oral presentation and the creation of a media product focused on selling.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences, Media Production

Overall Expectations: MTV.01, MTV.02, MAV.01, MAV.02, MPV.01, MPV.02.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus and Suggested Activities
4.1 I'm a what? CONSUMER? (300 minutes)	MT1.04, MT1.01, MTV.01, MA1.02, MT2.01, MT1.03, MT2.04, MA2.02, MP1.02, MP1.03, MP2.03, MT2.02, MP1.02	K/U, T/I, A	- Diagnostic think/pair/share task in which students respond to questions about consumers and consumerism, what makes people buy, explicit and implicit meaning - View TV commercials and analyse one commercial in chart format while focusing on technique, form, style, language and audience - Identify the audience the commercial is aimed at and then change it to address another audience
4.2 The Laws of ads (300 minutes)	MT2.02, MP2.02, MPV.01	T/I, C, A	- Discuss the Code of Advertising Standards and the Conventions of Print Ads - Examine application of codes and standards to different media viewed using chart - Construct print ad accompanied by paragraph discussing codes and standards followed
4.3 Beauty in the 21st Century (300 minutes)	MTV.02, MT2.02, MT2.05	T/I, K/U	- Discuss teen idols' best and worst features - Students analyse selected print ads - Teacher leads discussion of typical ad tricks, stereotypes, poses and practices - Teacher leads examination and reflection of relevant website (e.g., www.about-face.org) and the implicit and explicit meanings - Compile ads that use beauty and sex to sell products to teens in collage form
4.4 A parody of life! (240 minutes)	MTV.01, MTV.02 MPV.01, MP1.01, MP1.02, MP1.03	K/U, T/I, A, C	- Produce comparison between Public service announcement and common TV advertisements - Analyse spoof ads - Create spoof ad - Visit ad agency (via Internet, chat room or in reality)
4.5 Buy this! (240 minutes)	MP1.02, MP1.01, MPV.01	K/U, T/I, A, C	- Pairs select a product (running shoes, cereal, watch) to advertise in one media form, whether TV, radio, web or print and submit with guided response addressing codes, audience, explicit, implicit meaning

K/U = Knowledge/Understanding
T/I = Thinking/Inquiry
C = Communication
A = Application

Unit 5: Raise the Hype – Issues in our community, A Multimedia Campaign

Time: 22 hours

Unit Description

This culminating unit draws together the skills of research, analysis, selection of appropriate media, creation of media and various writing forms from each of the preceding units and provides an opportunity for the students to demonstrate their personal understanding of a media issue. The final product can take the form of a multimedia campaign about one issue that was either covered in the course or which they identify as being of strong interest to them. Students can choose an audience for their campaign and they must use a variety of media forms in their campaign. The assessment of this unit should form a substantial portion of the final evaluation for the course.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences, Media Production

Overall Expectations: MTV.01, MTV.02, MPV.01, MAV.01.

Context: For education week at your school, you have decided to run a public awareness campaign about an issue that you feel strongly about in the media. You must design and run a multimedia campaign to raise awareness in your school.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus and Suggested Activities
5.1 Listen up! (120 minutes)	MT1.01, MTV.01, MAV.01, MAI.02	K/U, A, T/I, C	- Choice of issue (e.g., women as portrayed in media, children and poverty, violence in video games or film, sex in TV and advertising) - Prepare proposal according to teacher specific criteria (background, purpose, methodology, intended outcomes). - How media forms communicated ideas and how audience will be included - Present proposal orally and written document to be kept on file by the teacher
5.2 Just the facts! (180 minutes)	MP2.01, MT2.01, MT2.03	T/I, K/U	- Investigate facts pertaining to issue - Demonstrate knowledge of copyright laws - Complete research chart with type of source, citation and facts
5.3 Analyse this (180 minutes)	MT1.02, MT1.03, MT1.04, MT2.01, MT2.02, MT2.03, MT2.05	T/I, K/U, C, A	- Select appropriate media examples related to student's issue - Produce a comparison of examples - Decide in small groups the acceptability of this form of media as an example to be used in student's presentation
5.4 Give me the scoop (120 minutes)	MA1.01, MAV.01, MAV.02	T/I, K/U, C, A	- Create a five-question survey to be administered with accompanying media example to peers from Activity 5.3 - Compile survey results into graph along with personal reflection of impact on their own campaign

5.5 Plan of attack (60 minutes)	MP2.03, MPV.02	C, A	- Complete detailed project update including resources, time lines, production needs, success and problems to date
5.6 I'm Creating! (300 minutes)	MP1.05, MP1.04, MP1.02, MP1.01, MPV.01	T/I, K/U, C, A	- Produce multimedia campaign
5.7 Check this out! (300 minutes)	MTV.01, MPV.01, MPV.02, MP1.01, MP1.02, MP1.03, MP1.04 MP1.05	T/I, K/U, C, A	- Present campaign to target audience - Students are evaluated on their media product which includes an oral presentation addressing target audience, and their product
5.8 Think about it! (60 minutes)	MTI.04, MTV.02, MTV.01, MT1.03, MT1.02, MA1.01, MA1.03	T/I, K/U, C, A	- Analyse student's own campaign to be e-mailed to teacher with reference to successes and failures of the campaign

K/U = Knowledge/Understanding C = Communication
T/I = Thinking/Inquiry A = Application

Teaching/Learning Strategies

The teaching strategies used in this profile are designed to give students opportunities to be actively engaged in their own learning and to relate the skills they develop to their life beyond the classroom, both present and future. This course is intended to build on students' own interests and prior knowledge, to make them active, inquiring consumers. It is critical that the teacher provide a wide variety of rich activities that encompass many media and are accessible to students with diverse backgrounds and learning styles. The teacher is encouraged to facilitate learning by having students involved in a variety of whole class, small group, and individual activities.

Whole Class Activities

The teacher can use whole class activities to introduce concepts and skills, as well as to consolidate the learning that occurs during small group and individual activities. These activities include: class discussion, brainstorming, teacher demonstration (research skills), cooperative learning, video presentations, technological aids, Socratic lessons, guest speakers, diagnostic review activities, and audio presentations.

Small Group Activities

The teacher provides opportunities for small group learning to facilitate active and oral learning. It is the responsibility of the teacher to monitor group progress and to assist by answering, and posing questions that develop students' understanding. The group activities include: paired or small group research activities, paired or small group computer investigations, comparison and assessment of presentations, practical extension and application of knowledge, small group discussion, brainstorming, oral presentations, and research.

Individual Activities

The teacher provides individual assignments that enable students to consolidate and extend the learning that takes place in whole class and small group activities: Unit 1 culminating activity – deconstruction project; analysis and reflection; research; written assignments (reports, critiques, supported opinion writing, logs); ongoing project work; technological creations (webpages, video essays); oral presentations; practical extension and application of knowledge; self reflection; and assessment.

There is a culminating activity in each unit of the course that engages students in the creation of media to strengthen their understanding of its various forms and functions. The culminating activity for the whole course is a multimedia presentation. This allows students the opportunity to utilize their knowledge of media forms and express themselves individually through their chosen mediums.

Strategies that are used within the whole class, small group, and individual activities incorporate a variety of approaches to develop media literacy skills:

- Using written material with immediate and lasting value and relevance to students
- Reading analytically and critically for information
- Understanding and using appropriate language with respect to type of media and audience
- Using diagrams, charts, graphic organizers for communication
- Using newspapers, radio, television, film, Internet, to locate current information and issues
- Relating information to their personal situations and interests
- Having students understand key concepts of multimedia and apply these to enhance presentations

Units in this profile make reference to the use of specific texts, magazines, films and videos in Teaching/Learning Strategies. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their Board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.) Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Assessment & Evaluation of Student Achievement

Assessment is a systematic process of collecting information or evidence about student learning; evaluation is the judgement teachers make about the assessments of student learning based on established criteria. The teacher is responsible for developing a plan for how assessment and evaluation will be carried out during the course. The following should be taken into consideration as the teacher develops such a plan.

Since students bring a wide range of skills and experiences to this course, opportunities to determine students' needs and strengths are important. Some form of prior learning assessment can be built into new topics. An initial diagnostic assessment is necessary in this course to determine the students' knowledge about media. These diagnostic assessments, however, can be done informally through teacher observation and questioning.

- The learning expectations from the policy document, *The Ontario Curriculum, Grades 11 and 12: English, 2000*, are central to all aspects of this Course Profile. The learning contexts, content, and assessment are interconnected and linked to the expectations. Emphasis is placed on assessment tasks that:
  - are linked to the learning tasks;
  - are developed from clusters of expectations;
  - provide opportunities for demonstration of achievement at all levels and in all categories of the Achievement Chart.

- The Achievement Chart for English is the basis for reporting on student progress, as outlined in *The Ontario Curriculum Grades 9-12: Program Planning and Assessment, 2000*. The assessment data accumulated throughout the course must be sufficient (in variety and frequency) to permit teachers to evaluate the consistent level of performance for each student in each of the categories in the Achievement Chart for English in *The Ontario Curriculum, Grades 11 and 12: English 2000.*
- Consistent with the *Program Planning and Assessment*, the activities in this profile present assessment and evaluation strategies which:
  - Are varied in nature, providing the students with opportunities and choices to demonstrate their achievement of the expectations based on their strengths, recognizing that the achievement of the same expectation could be expressed in different ways by different students;
  - Are connected to the learning activities by making assessment an ongoing part of the learning process and increasing the opportunities for students to demonstrate success;
  - Accommodate needs of all students through providing opportunities for written, oral and video-taped activities and including student choice and alternatives as appropriate;
  - Provide opportunities for self and peer assessment, with the use of checklists and rubrics that students can use prior to summative evaluation by the teacher;
  - Are clearly articulated for students by making students aware, in advance, of the process by which they will be assessed and evaluated, promoting student success in achievement of expectations;
  - Provide opportunities for practise and formative feedback from the teacher, with an emphasis on the teacher choosing which assessments will be used formatively and which will be used for summative purposes;
- Are linked to the Achievement Chart as indicated in the summary chart for each activity;
- Enable the teacher to make professional judgements as to the choice of assessment data for use in evaluation of student achievement of the expectations.

The assessment tasks provide a range of written, oral and performance activities including:

- Journals
- Multimedia presentations
- Oral reports and editorials
- Poster or visual representation
- Essay responses
- Research papers
- Debates
- Collage
- Video essays
- Panel discussions
- Written proposals
- Surveys
- Written answers
- Quiz
- Test
- Point form summary
- Worksheet
- Radio dramas
- Charts
- Sales presentations
- Creating advertisements

These assessment tasks are integrated with the learning strategies for each activity. It is up to the teacher to decide whether and how to use the task as part of the assessment and evaluation plan for the course. It is not necessary, nor necessarily feasible, to have each of these done as an assessment task. However, if used as an assessment task, the activity summary chart provides a suggestion for an appropriate tool to use. It is also important for the teacher to encourage each student to experiment with a variety of media forms and to log the forms that the student uses. This could also be used as an assessment tool for a portfolio. The teacher should use a variety of formative assessment tools throughout the activities and use summative tools when evaluating the culminating activities.

The assessment tools include:

- Anecdotal
- Checklist
- Rating Scale
- Marking Scheme
- Rubric

The Course Profile has a final culminating task unit, which ties the entire course together. A culminating activity is a summative evaluation, which provides an opportunity for students to perform, create, or demonstrate some significant skills and knowledge. Culminating activities have a real world context, involve higher-level knowledge and skills than could be achieved through an isolated application and clear criteria and levels for judging the quality of performance. Task-specific rubrics are the most effective way to assess culminating activities.

Accommodations

Teachers using this Course Profile are required to accommodate the unique learning styles of individual students by using the exceptional student's Individual Education Plan (IEP). The following is a list of possible accommodations for the students:

- special consideration for concerns about addressing an audience; choice of audience and audience size;
- pairing with another student;
- providing supplementary texts to accommodate different reading levels;
- providing alternative activities that suit strengths in learning styles;
- providing audio/Braille version of print resources;
- allowing for extra time and alternative location(s) for successful completion of tasks;
- ensuring a clear set of classroom rules, regulations, and expectations are established and reinforced through the semester;
- monitoring of students' understanding of texts and/or instructions
- using Educational Assistants, when available;
- providing access to a computer;
- accommodating for students whose first language is not English;

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Specific resources are also listed in the unit.

Adams, Bell & Griffin. *Teaching for Diversity and Social Justice: A Sourcebook*. Routledge, 1997. ISBN 0415910579

Anderson, D. *Teaching and Learning Styles: 4MAT: A Unit of Study of Advanced Level English.* Toronto: OSSTF.

Anderson, Neil. *Media Works.* Toronto: Oxford University Press, 1989. ISBN 0-19-540730-X

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Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough, Ontario: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Duncan, Barry, Janine D'Ippolito, Cam Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture*. Harcourt Brace and Company Canada, 1998. ISBN 0-7747-0170-6

Jones, Gerald. *Honey I'm Home*. St. Martin's Press. 1993. ISBN 0312088108

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Klein, Naomi. *No Logo*. Harper Collins. Vintage Canada, 2000. ISBN 0676972829

Kowinsky, William. *The Malling of America*. Galde Press, 1988. ISBN 1880090589

Lasn, Kalle. *Culture Jam*. Harper Collins, 1999. ISBN 0-0688-17805-7

Ministry of Education. *The Ontario Curriculum, Grades 9 and 10: English*. Toronto, Ontario, Canada: Queen's Printer for Ontario, 1999. ISBN 0-7778-8336-8

Mitchell, Scott and Darren Wershler-Henry. *Internet Directory 2000*: A Canadian Guide. Scarborough, Ontario, Canada: Prentice-Hall Canada Inc., 1999. ISBN 0-13-016419-4

Moore, Michael. *Downsize This*. Crown, 1996. ISBN 0-06-097733-7

Oxford English Dictionary.

Postman, Neil. *Amusing Ourselves to Death*. Penguin Books of Canada, 1986. ISBN 0140094385

Pungente, John. *More Than Meets the Eye*. McClelland & Stewart Inc, 1999. ISBN 0771071000

Internet

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

The Media Awareness Network (MNet) - www.reseau-medias.ca

The Jesuit Communication Project - www.interact.uoregon.edu

Adbusters Magazine - www.adbusters.org

Canadian Advertising Standards - www.canad.com

About Face - http://www.about-face.org/gallery/newten/two.html

Ask Me - www.askme.com

http:://gomrshowbiz.com

www.TVratings.com

http://interact.uoregon.edu/MediaLit/

Articles

http://www.ravenwerks.com/leadership/tribal.htm

http://www.time.comt/time/magazine/articles/0,3266,23521,00.html

http://www.time.comt/time/magazine/articles/0,3266,23521-2,00.html

http://www.newswise.com/articles/1999/4/TEEN.UDE.html

http://washingtonpost.com/wp-srv/national/daily/april99/nihilism23.htm

Video

Anderson, Neil and John Pungente. *Scanning TV: Videos for media literacy in class*. Harcourt, Brace, 1997. (Teacher guide available). "Local Heroes."
TV Nation. Video Series (Volumes one 1994 and two 1995) directed by Michael Moore.
The Awful Truth. Video series (Volumes one 1999 and two 2000) directed by Michael Moore.

Film

Sen, Mittra. *Just a Little Red Dot* (film). 36 minutes. International Telefilm (905)629-3133
Gunnarson, Sterla. *Such A Long Journey* (film). Columbia Tristar, 1998. 113 min. 043396048690
Hughes, John. *Ferris Bueller's Day Off* (film). Paramount Picture, 1986. 98 min. 097360189032
Deutch, Howard. *Pretty in Pink (film)*. Paramount Picture, 1986. 96 min. 097360185836
Frears, Stephen. *High Fidelity* (film). Touchstone Pictures, 2000. 113 min 786936147612
Moyle, Allan. *Pump Up the Volume* (film). New Line Cinema, 1990. 105 min 794043409738
Lehmann, Michael. *Heathers (*film). Cinemarque, 1989 102 min 092091910139
Sletzer, David. *Lucas* (film). 20th Century Fox Home Entertainment, 1986. 086162149535
Undercurrents. CBC series

Magazines

Flare, Chatelaine, Canadian Geographic, New Horizons, The New Internationalist, Ms.

Newspapers

The Globe and Mail, The Toronto Star, The National Post and any local newspapers

OSS Considerations

By focusing one activity of every unit on examining media careers, this course provides opportunities for connections with activities related to the *Choices Into Action* document. The use of a variety of technological applications is also highlighted throughout, and encouraged where available. Opportunities for violence prevention education are provided in many activities because of the nature of the issues being addressed.

Coded Expectations, Media Studies, Grade 11, Open, EMS3O

Media Texts

Overall Expectations

MTV.01 · analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;

MTV.02 · analyse media representations to describe their content, identify bias, and explain their impact on audiences.

Specific Expectations

Analysing Media Forms, Techniques, Style, and Language

MT1.01 - identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning (e.g., in an oral presentation examine how a newspaper, a radio station, a television network, and a news website cover the same event, and explain how the differences affect interpretations of the event);

MT1.02 - identify and explain how media conventions and techniques influence the creation and interpretation of media works (e.g., describe how audience expectations about a western or a horror film are shaped by the use of a familiar formula; compare the production costs for a thirty-second TV commercial and a thirty-minute TV show and assess the implications of the findings; report on the controversy about the use of computer retouching in fashion photography and photo-journalism);

MT1.03 - analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view (e.g., analyse the language used in a sports broadcast and explain its purpose and effect; describe the narrative language used in an animated media work and state what themes and beliefs are being communicated);

MT1.04 - explain how aesthetic qualities in media works contribute to audience enjoyment and understanding (e.g., assess the effectiveness of colour in advertisements for particular purposes and audiences; identify and explain the emotional response evoked by background music in a range of films);

MT1.05 - explain how a media form changes when presented in a new communication context and assess the effect of the changes (e.g., describe the changes that occur when newspapers are presented on the Internet);

MT1.06 - explain the ways in which media influence and shape various environments and activities (e.g., describe how the televising of hockey or baseball games influences the appearance of the arena or stadium and the pace of the game).

Analysing Media Representations

MT2.01 - analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations (e.g., create a collage of familiar stereotypes in the media and explain the overall impact of these images; compare media representations of work, vacation experiences, or family life with their own experiences);

MT2.02 - examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed (e.g., discuss how the message of a popular television program would change if the main characters were from a different socio-economic or ethnic group; explain the effects of the inclusion, exclusion, or positioning of people or groups in magazine advertisements);

MT2.03 - analyse media representations of social, political, and cultural issues and explain how the representations influence people's interpretation of the issues and their level of concern (e.g., analyse media coverage of the international response to a war or uprising; assess the effectiveness of public-service announcements in the media);

MT2.04 - analyse and explain the representations of behaviours and attitudes in media works (e.g., analyse the news coverage given to the achievements of a local hero; describe and explain the attitudes depicted during a conflict and its resolution in a feature film or television drama);

MT2.05 - compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences (e.g., compare the coverage of social issues and current events in mainstream media with that in alternative periodicals, video documentaries, or on some specialty cable-TV channels; prepare an oral presentation about how the ownership and funding of a variety of media may influence their presentation of events).

Media Audiences

Overall Expectations

MAV.01 · demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;

MAV.02 · analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.

Specific Expectations

Analysing Audience Characteristics and Responses

MA1.01 - compare their own and others' responses to a variety of media works and explain how the characteristics of audiences influence how the audiences interpret and enjoy particular works (e.g., observe over time, record, and explain their own and others' media use and preferences);

MA1.02 - explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors (e.g., discuss examples of products or TV programs that are targeted to different demographic groups; explain why certain commercials are aired during teen prime-time dramas; investigate and explain the rationale behind product placement in current feature films and television programs);

MA1.03 - explain how and why people use media and communication technologies (e.g., analyse information about people's media use from interviews, surveys, or studies of consumer demographics; report on how media are used to promote education or community participation).

Analysing the Impact of Media on Society

MA2.01 - analyse the social, economic, and cultural contributions made by Canadian media industries (e.g., chart the growth of the film industry in Canada; research the Canadian animation industry and report on its economic and cultural impact);

MA2.02 - analyse the impact of media and communication technologies on interpersonal communications, commerce, education, family life, and work (e.g., research information for a report on the impact on people's lives of e-mail or cell phones);

MA2.03 - assess the impact of media and communication technology on the relationships among countries, cultures, and economies around the world (e.g., research the role of media and communication technologies in spreading the influence of North American popular culture around the world);

MA2.04 - assess the impact on society of the fact that most media are funded by revenue from advertising, admission fees, and public contributions (e.g., debate the advantages and disadvantages of the commercial and public sponsorship of arts and athletic events).

Media Production

Overall Expectations

MPV.01 · demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;

MPV.02 · describe production roles and responsibilities in a variety of media industries and identify key conditions that affect the production, financing, and distribution of media works.

Specific Expectations

Creating Media Works

MP1.01 - select and use the conventions of a particular genre and appropriate techniques to produce media works (e.g., create suspense in a video by using low camera angles, eerie music, and dim lighting; design a website that includes animated clip art and coloured text; adapt a published short story for radio, selecting and using narrative techniques appropriate to the medium);

MP1.02 - select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes (e.g., videotape or audiotape a mock colour commentary of a school sports event; create posters aimed at different groups to advertise a community event);

MP1.03 - adapt messages for different media and for different audiences and explain how the characteristics of media forms and audiences influenced production decisions and shaped the content (e.g., adapt a short story for a comic book or a website; write or produce a news story about the same event for radio and for the school newspaper; explain the choices made in creating a water-safety poster for adults and another for children);

MP1.04 - use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience (e.g., create a website or print advertisement about drug abuse aimed at a teen audience; create a collage that presents alternative perspectives on a social issue);

MP1.05 - design a multimedia campaign to promote an institution or product (e.g., plan a campaign that includes print advertising, TV or radio commercials, a website, and clothing or other product tie-ins).

Examining Production Contexts, Roles, and Responsibilities

MP2.01 - explain how copyright law and guidelines for protecting intellectual property rights affect Canadian media industries and audiences (e.g., report on the ethical and economic implications of copyright and digital sampling in the music industry; list the guidelines that exist for citing material from newspapers or magazines posted on the Internet; research the guidelines for using an artist's music in a film, video, or television program);

MP2.02 - explain how industry codes, government regulations, and commercial considerations affect the way in which media businesses operate (e.g., investigate prime-time TV programming and suggest reasons for positioning top-rated programs in the schedule; compare the effects on media businesses of the regulations governing media ownership in Canada and in the United States; analyse various advertisements in relation to the Canadian Code of Advertising Standards);

MP2.03 - describe the various stages and responsibilities in the production of a media work (e.g., for a film or videotape, describe the concept or proposal stage, the development of the storyboard, and the responsibilities involved in the filming or videotaping process; use the website of a film studio, or other sources, to research ways in which a director interacts with writers, actors, and sound, camera, and lighting crews during the production process);

MP2.04 - explore career opportunities in the media and media-related businesses (e.g., write a report on the career opportunities for an editor, producer, cinematographer, carpenter, film lab technician, entertainment lawyer, actor, accountant, caterer, website designer, reporter, or photographer; visit a local media business such as a television studio or advertisement agency, or invite a speaker into the classroom, to learn about media production, careers, issues, or events).

Unit 1: Your Generation

Time: 22 hours

Unit Description

As part of the introduction to the course, students complete a diagnostic activity that allows the teacher to assess the level of media awareness and knowledge individuals bring to this course from personal experience and exposure to media components in earlier grades. Teachers establish that students have the necessary language and familiarity with basic media literacy and popular culture to view media representations of themselves and critique them. Students begin to keep a Media Log and Journal to track their consumption of media and their deepening understanding of the ways in which media impacts on their lives. Students analyse print and video works to understand how they are being depicted as a group. They are challenged to decode the messages, both explicit and implicit, that media gives them about themselves. Opportunities for whole class, small group, and individual learning are provided, so that by the end of the unit, the students are well prepared to create a teen magazine that accurately depicts their generation.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences, Media Production

Overall Expectations: MTV.01, MTV.02, MAV.01, MAV.02, MPV.01.

For more detail please see the unit chart included in the course overview.

Activity 1.1	Media and the Masses	90 minutes
Activity 1.2	Popular Products	70 minutes
Activity 1.3	Is that you on TV? It sure isn't me!	120 minutes
Activity 1.4	Sporting Ads: Who's in the audience?	120 minutes
Activity 1.5	You want something different?	80 minutes
Activity 1.6	Promote this!	120 minutes
Activity 1.7	Not with them! Cliques in the media	120 minutes
Activity 1.8	Pop Music and Videos	180 minutes
Activity 1.9	The Power of Body Language	120 minutes
Activity 1.10	Know the Facts	300 minutes

Unit Planning Notes

- Refer to the Grade 9 exemplar project for an example of levelled work.
- Contact local college to arrange visits or guest speakers from their media and journalism departments.
- Make links to business, marketing and technology courses.
- Make contact with the library and technology staff in the school.
- Refer to a variety of television programs including programs from Black Entertainment Television, CHIN, Tele Latino and other mainstream networks.
- Use a variety of Canadian content in the unit as well as a variety of foreign and Canadian films.
- Consult guidelines for anti-racist and bias-free education to ensure awareness, sensitivity, and caution in selection and delivery of materials and issues.
- Consult the IEPs for exceptional students and adapt the course according to suggested strategies.
- Consider subscribing to daily national newspapers for class use. Local community newspapers should also be used.
- Encourage students to bring media and print materials from home.

- Establish a database of useful websites.
- Assign students the culminating activity at the beginning of the unit.
- Request necessary resources and equipment.
- Verify that all technical equipment is available and in good working condition.
- Recognize that the contexts provided in this profile are used to create a real-life situation for the students; however, they are only suggestions.
- Be sensitive to teens' self-consciousness in front of their peers when doing class presentations.
- Compile resources, with emphasis on those that do not go back further than a decade; film and music should be even more recent.
- Take an inventory of what students are watching and listening to.
- Create a glossary of terms for the unit and/or course.
- Contact local DJ/VJ for interview, if possible.
- Prior to the culminating activity, teachers assess students' ability using the presentation software.
- Arrange for computer time for the culminating activity or plan to use alternatives to presentation software, such as posters or scrapbooks.

Plan to introduce the culminating unit for the course, which will draw on skills developed for the culminating activity in this unit.

Resources

Print

Adams, Bell & Griffin. *Teaching for Diversity and Social Justice: A Sourcebook*. Routledge, 1997. ISBN 0415910579

Anderson, D. *Teaching and Learning Styles: 4MAT: A Unit of Study of Advanced Level English.* Toronto: OSSTF.

Anderson, Neil. *Media Works.* Toronto: Oxford University Press, 1989. ISBN 0-19-540730-X

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10.* Canada: Prentice Hall, Toronto, 2000. ISBN 0-13-082171-3

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10.* Scarborough, Ontario: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Duncan, Barry, Janine D'Ippolito, Cam Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture.* Harcourt Brace and Company Canada, 1998. ISBN 0-7747-0170-6

Ministry of Education. *The Ontario Curriculum, Grades 9 and 10: English.* Toronto, Ontario, Canada: Queen's Printer for Ontario, 1999. ISBN 0-7778-8336-8

Mitchell, Scott and Darren Wershler-Henry. *Internet Directory 2000: A Canadian Guide.* Scarborough, Ontario, Canada: Prentice-Hall Canada Inc., 1999. ISBN 0-13-016419-4

Oxford English Dictionary.

Electronic

ASKME.COM - www.askme.com

Magazines

Flare, Chatelaine, Canadian Geographic, New Horizons, The New Internationalist, Ms.

Activity 1.1: Media and the Masses

Time: 90 minutes

Description

A diagnostic assessment gauges the students' familiarity with media. Students refresh their understanding of the term "mass media" and gain an appreciation of the key roles mass media play in our lives. Students review and reinforce their understanding of media terms and concepts developed in Grade 9 and 10 English courses. Students work cooperatively in small groups to explore the six key roles media play in all our lives.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences

Learning Expectations

MTV.01 - analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;
MT1.01 - identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning;
MAV.01 - demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works.

Planning Notes

- Prepare a course outline in accordance with the expectations of the Ministry of Education, the school board and the school.
- Collect resources and distribute to six sites in the classroom before the students arrive. The resources will be purposefully dedicated to one of six sites; each one will be designed to illustrate one of the six key roles of media as described below.
- Suggested distribution: Site 1 – Informational - *Toronto Star, The Globe and Mail, The National Post* local newspapers. Site 2 – Influencing/Shaping Knowledge and Opinions - editorials, polls, "Studio 2" program on videotape. Site 3 – Expanding Personal Experience - *National Geographic, Outside* magazine. Site 4 – Images we come to accept as normal - Fashion Section of newspapers, *Elle, Vogue*, Video clip of "Fashion Television" (City TV). Site 5 – Advertising/P.R. - Film Posters, pamphlets from universities, travel brochures. Site 6 – Entertainment- Segment from "The Simpsons," Entertainment section from newspapers, audio clip of music or current pop star. Any locally available resources may be used to replace or augment. The teacher will decide what technology they should have in place for this activity (e.g., TV/VCR, computers with pre-selected web sites, cassette and/or CD players.)
- Have a formative checklist available to assess group work components such as cooperation, on-task behaviour.
- Identify resources to be used in the unit, including a core text or excerpts from various media that can be reproduced, always respecting copyright.

Prior Knowledge & Skills

Ability to identify media forms

Teaching/Learning Strategies

1.1.1 Student Activity: Students write down as many forms of media as they can and explain the importance of each form.
Teacher Facilitation: The teacher instructs students to think of all the different forms of media that exist in our culture.

1.1.2 Student Activity: Students examine the course outline and ask questions.
Teacher Facilitation: The teacher gives each student a course outline and assessment plan and briefly explains both along with answering questions. The teacher explains to the students that the first few lessons will focus on the roles mass media play in our lives.
1.1.3 Student Activity: Students read definition of "mass media" and enter it into their notebook glossary. Students become familiar with the six Key Roles of Media through text or note.
Teacher Facilitation: The teacher directs students to the definition of mass media through a text, overhead note, or board note. "Mass Media is any form of communication produced by few, intended to be consumed by large audiences."
1.1.4 Student Activity: Students view the materials and decide which of the six key roles are best demonstrated at that site. Each group spends approximately 5-10 minutes at a site before rotating to the next site. Each group matches the number of the site with the key role that they believe is being fulfilled.
Teacher Facilitation: The teacher assigns groups and direct groups to a site. The teacher supports on-task behaviour and keeps students rotating at appropriate times. A formative checklist is completed on the group work skills displayed by each student. The teacher re-groups the students and allows time for comments and reflection on the activity.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Diagnostic	Anecdotal	Knowledge/Understanding, thinking/Inquiry, Communication, Application
Group Work	Checklist	Communication, Application

Accommodations

- Substitute materials for this activity that are more topical, are available locally or use technology.
- Provide definitions in a cloze type activity.
- Provide diagrams, photographs, or other forms of media that relate to the issue for students who are unable to extract information from written articles.
- Provide a template for the glossary

Resources

Duncan, Barry, Janine D'Ippolito, Cam Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture.* Harcourt Brace and Company, Canada, 1998. ISBN 0-7747-0170-6
Note: This activity relies upon many more supplementary resources (newspapers, magazines, TV shows, websites.) which should be chosen with discretion.

Activity 1.2: Popular Products

Time: 70 minutes

Description

Students read a definition of popular culture and discuss how mass media creates and perpetuates popular culture. Students analyse the "beliefs and myths behind popular culture that communicate the desires, fears and hopes of dominant North American culture" (p. 4, Mass Media and Popular Culture).

Strand(s) & Learning Expectations

Strand(s): Media Audiences

Learning Expectations

MAV.02 - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy;
MA2.03 - assess the impact of media and communication technology on the relationships among countries, cultures, and economies around the world.

Planning Notes

- Locate suitable readings on popular culture.
- Have chart paper and markers ready for the brainstorming activity.
- Make links to business and marketing classes for students to identify the methods that are used to popularize a product.
- This activity relies upon a definition of popular culture but it does not have to come from a particular text. Teachers can make use of whatever is available locally or have students create their own definition.

Prior Knowledge & Skills

- Ability to distinguish stereotype and bias

Teaching/Learning Strategies

1.2.1 Student Activity: Students read or develop a definition of popular culture and enter the definition in the glossary section of their notebook. Students then read to gain further understanding of how popular culture is created.
Teacher Facilitation: The teacher provides or helps students to develop a definition of popular culture. The teacher instructs students to put this definition into their glossary.
1.2.2 Student Activity: In small groups, the students brainstorm items that represent teen Canadian culture. As a whole class, the students discuss similarities among the lists and address any stereotypes.
Teacher Facilitation: The teacher divides the class into small groups and provides each group with markers and chart paper. The teacher instructs each group to list as many items as they can that represent teen Canadian culture (TV, radio, sports, history, literature.). The teacher moves amongst the groups to facilitate discussion, keep groups on task and continue the formative checklist on group work skills begun in the previous class. The teacher collects and displays these lists.
1.2.3 Student Activity: The students identify current popular products used by teens.
Teacher Facilitation: The teacher begins a new list on the board (or chart paper) of current popular culture products used by teens. The teacher guides students in exploring the connection between current popular products and their definition of popular culture. For example: What does the popularity of fashion dolls say about our culture? – importance of youth, objectification of women.
1.2.4 Student Activity: Students choose one product from the list and write a paragraph telling what they believe the popularity of that product says about our culture.
Teacher Facilitation: The teacher assigns a homework paragraph in which the students identify a product that has had a significant cultural impact. Students are instructed that they will be called upon to share their writing in the next class.

1.2.5 Student Activity: Students begin a Media Log where they track all exposure to media over a set period of time (24, 48 hours or more).
Teacher Facilitation: The teacher provides instructions for a Media Log to make them more aware of the omnipresence of media in their lives. This can be evaluated with a performance scale when completed at the end of the course.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Group Work Skills	Formative Checklist	Communication, Application
Oral Responses – paragraphs	Anecdotal Comments	Thinking/Inquiry
Media Log	Rating scale	Knowledge/Understanding

Accommodations
Reinforce the use of a glossary template and use a cloze exercise for the definition.

Resources
Duncan, Barry, Janine D'Ippolito, Cam Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture*. Harcourt Brace and Company Canada, 1998. ISBN 0-7747-0170-6.

Activity 1.3: Is that you on TV? It sure isn't me!
Time: 120 minutes

Description
Students chart "what's in and what's out" or "what's hot and what's not" followed by a discussion and definition of fads and trends in various domains like fashion, toys, celebrities. Students analyse product placement in TV shows. In groups, they analyse TVs representation of language, fashion, and conflicts through comparison to their own reality, and then write a scene from a teen TV show to represent students' own experience.

Strand(s) & Learning Expectations
Strand(s): Media Texts, Media Audiences, Media Production

Learning Expectations
MTV.02 - analyse media representations to describe their content, identify bias, and explain their impact on audiences;
MT1.03 - analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view;
MT2.01 - analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations;
MT2.02 - examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed;
MPV.01 - demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;
MP1.02 - select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes;
MT2.04 - analyse and explain the representations of behaviours and attitudes in media works
MT2.05 - compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences;

MA1.01 - compare their own and others' responses to a variety of media works and explain how the characteristics of audiences influence how the audiences interpret and enjoy particular works;
MA1.02 - explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors.

Planning Notes

- Review current popular teen shows to use as basis for class discussions.
- Locate a suitable reading.

Prior Knowledge & Skills

- Knowledge of current Canadian and international events

Teaching/Learning Strategies

1.3.1 Student Activity: Students are introduced to the concept of fads and trends communicated by the media to teens. In small groups, students focus on topics such as fashion, celebrities, food, accessories, hair, electronics, games and toys, sports, and music and list what is "in" for teens. Students compare, report, and discuss their findings with class. Students read an article on trends and respond to teacher-selected questions in media journals.
Teacher Facilitation: The teacher gives examples of current popular culture items through articles and discussion. (For a sample worksheet, see Appendix 1.3.1) Teacher leads discussion: Who decides "What's hot and what's not" or "What's in and what's out" How long does a fad exist? What are current trends and how can they be explained?
1.3.2 Student Activity: Students then recall toys that they either had as youngsters or that they desired. In pairs, they determine common toys and list them on the board. After class discussion, in their media journal, students describe their toy history – explaining why they wanted certain toys. Students explore why toy fads are created and who creates them.
Teacher Facilitation: The teacher initiates the discussion on the question: Why are toys from years ago no longer popular? Who creates the new fads?
1.3.3 Student Activity: Students discuss one or more popular teen shows which are exclusively sponsored by a major American fashion label each season or popular teen movies. Students list in pairs the obvious trends and fads, (using the categories from Activity 1.3.1) from the shows discussed, and from three or four other shows or movies of their own choice, using Appendix.1.3.3. Students present their findings to the class, and write a media journal entry on their perception of trends in movies and TV shows.
Teacher Facilitation: Review from Appendix 1.3.1 how media create fads and trends. After discussing the teen show or movie, teacher asks: Why is this show popular? How is it different from other similar shows? What specific trends and fads are shown? Does the show create trends or reflect trends? How do we know? How realistic is this show? (See Appendix 1.3.3) When students present findings on trends from movies and TV shows to class, teacher points out similarities and differences.
1.3.4 Student Activity: Students create a T-chart organizer to compare how language, fashion, and conflicts are represented in TV shows and how they are in real life. Students then write a brief scene from an imaginary but realistic teen TV show set in their own community that fits their local experience. Students present the scenes to the class and follow with a discussion.
Teacher Facilitation: Students may prefer the actual show to the student-created scenes. The teacher can ask: Why do we prefer what is 'fake' to what is 'real'? Why do we prefer distant to local? Are these shows really about 'us' at all? Who are they about? To what extent do they exist to reflect fads and sell products?

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Personal Media Journal Responses	Anecdotal	Communication, Thinking/Inquiry
Teen TV scene presentations	Peer assessment - checklist	Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Accommodations
If student has difficulty thinking of trends and fads, teachers are encouraged to have a class discussion.

Resources
Duncan, Barry. *Mass Media and Popular Culture,* Version 1. Harcourt, Brace. 1988.

Appendices
Appendix 1.3.1 – What's in and what's out? What's hot and what's not!?
Appendix 1.3.3 – Teen TV show trends

Activity 1.4: Sporting Ads: Who's in the audience?
Time: 120 minutes

Description
Students discuss target audience, gender, income and age targets of specific commercials that have a teen interest. Students are introduced to the current top 100 shows. Students, in pairs, create and dramatize a commercial for a sporting goods item to a specific target audience. Peer audience determines which is the target audience.

Strand(s) & Learning Expectations
Strand(s): Media texts, Media Audiences

Learning Expectations
MTV.01 - analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;
MTV.02 - analyse media representations to describe their content, identify bias, and explain their impact on audiences;
MT1.03 - analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view;
MT1.04 - explain how aesthetic qualities in media works contribute to audience enjoyment and understanding
MT1.06 - explain the ways in which media influence and shape various environments and activities;
MAV.01 - demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
MAV.02 - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy;
MA1.02 - explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors;
MA2.04 - assess the impact on society of the fact that most media are funded by revenue from advertising, admission fees, and public contributions.

Planning Notes

- Review commercials, especially sporting good commercials, for use in the activity.
- Do preliminary research for top 100 TV shows (see Resources) and if possible, top 100 TV shows for advertisers.
- Locate a suitable article linking advertising to sales.
- Use *Scanning TV video clips*, if available (see Resources).

Prior Knowledge & Skills

- Knowledge of the term demographics
- Knowledge of how to perform a dramatization

Teaching/Learning Strategies

1.4.1 Student Activity: Students define term target audience and provide examples.
Teacher Facilitation: The teacher introduces concepts of target audience and demographics such as gender, income, age, education, rural/urban. (See Appendix 1.4.1).
1.4.2 Student Activity: Students view several ordinary TV commercials geared towards teens and, in pairs, identify the target audience. Students view several sporting goods commercials and identify the difference in target audiences with the previous commercials. They then decide which one particularly targets teens. Why do these ads target teens? Students read related article and respond to one or more text questions in media journals.
Teacher Facilitation: The teacher provides instructions for viewing, leads discussion and provides prompts for reading and response.
1.4.3 Student Activity: Students develop a note on concepts of target audience and top 100 following a discussion.
Teacher Facilitation: The teacher can check the current top 100 TV shows on a number of websites. (If available, teacher can check advertiser's top 100 TV shows, for further discussion.) Teacher asks students: Which shows have an obvious demographic target? Which sporting shows are in the top 100? How are sporting goods commercials different from average commercials? How are you, the teen viewer, being 'targeted' by a sporting goods advertisement when you are watching a sports show?
1.4.4 Student Activity: Students begin their pair (group) activity of creating a commercial for a sporting goods item for a specific target audience.
Teacher Facilitation: The teacher introduces activity of creating sporting goods commercial for a target audience and monitors and assists students with their group work.
1.4.4 Student Activity: If available, students view 'Local Heroes' (see Resources) and respond to selected questions in teacher's guide. Then students view the sporting ad commercials again (from Activity 1.4.1) and identify the style of language used in the ads. Students identify the key words that would appeal to a specific target audience. Students complete a media journal activity responding to the discussion of key words in sporting goods advertisements, and continue their pair activity of creating a commercial for a sporting goods item, using specific key words.
Teacher Facilitation: The teacher explains the concept of 'key words' in ads: those that are dynamic and evoke emotional responses. What key words are used in sporting goods ads that might not be used in other ads? How is the language of war, combat and competition evident in these sporting goods commercials? Why is this language effective? How is this language appropriate for such a target audience?
1.4.5 Student Activity: Students complete and then present their pair dramatization of a sporting goods item to the class. Peer audience identifies the possible target audience of the dramatized ad and supports their choice.

Teacher Facilitation: The teacher allows time for completion of dramatization task before presentation, and meets with each pair briefly to encourage and motivate students and to determine order of presentation.

Assessment and Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Quiz on concepts of target audience, demographics and top 100 TV Shows	Marking scheme	Thinking/Inquiry, Knowledge/Understanding
Media journal responses to discussion and to teacher selected questions from text	Anecdotal	Communication, Thinking/Inquiry
Peer evaluation of dramatized ads	Rating scale	Application, Communication, Thinking/Inquiry

Accommodations

Provide opportunity for students to present their dramatization to a smaller audience than the whole class. Use print media instead of video.

Resources

Anderson, Neil and John Pungente. *Scanning TV: Videos for media literacy in class*. Harcourt, Brace, 1997. (Teacher guide available). "Local Heroes."
http: //gomrshowbiz.com
www.TVratings.com

Appendices

Appendix 1.4.1 – Target Audience of Sports Ads

Activity 1.5: You want something different?

Time: 80 minutes

Description

Students explore websites related to media alternatives. Teachers may suggest appropriate or available links related directly to teens. Students create and design a triptych layout of website visual material with three short (student written) explanatory notes. (A triptych is a three-part visual-text collage.) These are posted on a bulletin board for presentation to other classes or grades in the school and later collated.

Strand(s) & Learning Expectations

Strand(s): Media texts, Media audiences

Learning Expectations

MTV.02 - analyse media representations to describe their content, identify bias, and explain their impact on audiences;
MP1.04 - use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience;
MA2.03 - assess the impact of media and communication technology on the relationships among countries, cultures, and economies around the world.

Planning Notes

- Access to an on-line computer lab and a printer is necessary.
- Review websites available on media alternatives and topics such as culture jamming and use of media satire
- Consider using alternative magazines instead of websites if technology is not accessible.

Prior Knowledge & Skills

Ability to browse a website, to complete an on-line search and to download material

Teaching/Learning Strategies

1.5.1 Student Activity: Students explore selected sites and discuss media alternatives and use of satire.
Teacher Facilitation: The teacher introduces the concept of alternative attitudes to conventional cultural norms. Why do these sites exist? What are the harms or dangers of conventional culture and consumption? Do these sites have influence? The teacher must allow students time to browse and absorb information.
1.5.2 Student Activity: Students complete their on-line research; then they create visual material with their own triptych explanatory material on a poster or page.
Teacher Facilitation: Teacher monitors on-line activity and arranges completed triptychs on a media display wall.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Triptych Media Journal	Peer assessment	Communication, Application, Thinking, Inquiry
Triptych	Self assessment rating scale	Knowledge/Understanding

Accommodations

- Provide samples of student work.

Resources

Anderson, Neil and John Pungente. *Scanning TV: Videos for media literacy in class.* Harcourt, Brace, 1997. (Teacher guide available). Video #29 "Adbusters."

Duncan, Barry. *Mass Media and Popular Culture version 2.* Harcourt Brace, 1996.

Lasn, Kalle. *Culture Jam.* Harper Collins, 1999. ISBN 0-0688-17805-7

Moore, Michael. *Downsize This.* Crown, 1996. ISBN 0-06-097733-7

http://interact.uoregon.edu/MediaLit/

www.adbuster.org

www.escape.ca/`viking/netdh15.html

www.guerillamedia.org

www.zzonline.com/news.shtml

Activity 1.6: Promote this!

Time: 120 minutes

Description

Movie promos geared to a teen audience are found on many video rentals. The class discusses three movie promos and discusses the marketing techniques used to draw attention to the movie, like jolts per minute (jpm), action sequence, and use of key lines. Why are movies marketed? Why are "flops" sometimes heavily marketed? In small groups, students create a one-minute video clip that promotes their favourite movie to a particular audience. The video clip can be made with a video editor, and must show at least five short cuts. It may be overdubbed with music.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Production, Media Audiences

Learning Expectations

MT1.05 - explain how a media form changes when presented in a new communication context and assess the effect of the changes;
MP1.02 - select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes;
MPV.01 - demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;
MAV.01 - demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works.

Planning Notes

- Schedule video-editing equipment.
- Make links with the Technology Department to assist with video editing.
- Schedule one group of students to complete Appendix 1.5, while others use video-editing equipment.
- Consider having students develop a plan for the promo, identifying the scenes and their length, if video editing is not available.

Prior Knowledge & Skills

- Ability to identify marketing strategies and techniques
- Ability to use an editing machine

Teaching/Learning Strategies

1.6.1 Student Activity: Students discuss three different movie promos (found on most video rentals or by TV advertisement) and take notes on the marketing techniques used to draw attention to the movie, like jpm, action sequence, celebrities, use of key dialogue, music and suspense.
Teacher Facilitation: The teacher introduces promotional techniques such as jpms. What is a jpm? (see "The first law of commercial television" by Morris Wolfe (p. 152 in *Mass Media*) What other techniques are common to promos? For example action sequence, celebrities, use of key dialogue, music and special effects. (For a sample worksheet, see Appendix 1.6.1.) Review (from Activity 1.4 and Appendix 1.4.1) what is a target audience? Who is the target audience based on the material used in the promo? How do you know? What recent movies are marketed to a specific audience? Are 'flops' as heavily marketed as successes? The teacher introduces the next activity, which is creating a promo for a feature film selected by students with approval by teacher.
1.6.2 Student Activity: Students construct a promo for a selected feature film that targets a specific audience. Using an editing machine, students select five or six clips that would appeal to the target audience.

Teacher Facilitation: The teacher demonstrates editing equipment and provides a tutorial for student reference.

1.6.3 Student Activity: If editing equipment is unavailable, or a further activity is required, individual or paired students create two different posters for a single popular feature film, but aimed at two different target audiences.

Teacher Facilitation: The teacher introduces the concept of appealing to two different target audiences. Why would studios market a film to two targets? What are recent examples of films with multiple target audiences? The teacher facilitates poster design activity among students.

Assessment and Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Film Promo	Rating scale	Knowledge, Thinking/Inquiry

Accommodations

- Provide checklist of marketing techniques.

Resources

Duncan, Barry. *Mass Media and Popular Culture version 1.* Harcourt, Brace.1988.

Appendices

Appendix 1.6.1 – Movie Marketing

Activity 1.7: Not with them! Cliques in the media

Time: 120 minutes

Description

Students are introduced to the term "clique." Students think/pair/share responses to "What cliques are evident in our school?" Students view segments from films or television, which illustrate the issue of cliques in society or school settings. Students deconstruct the mediums according to a guided assessment looking at tone, language and point of view, form, the audience, techniques used in the creation of the film and representation and its impact on society.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences

Learning Expectations

MTV.01 - analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;

MTV.02 - analyse media representations to describe their content, identify bias, and explain their impact on audiences;

MT1.03 - analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view;

MAV.02 - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy;

MA1.01 - compare their own and others' responses to a variety of media works and explain how the characteristics of audiences influence how the audiences interpret and enjoy particular works.

Planning Notes

- Prepare an overhead note on "Cliques" and their effects on the lives of teens.
- Identify films and TV that address the issue of teen fragmentation and cliques in society. See Resources.
- Locate and present students with copies of articles about cliques or arrange on-line time for them to access the articles themselves.
- Ask students to identify current examples of movies about cliques.
- Make links with the Technology Department to assist in the compilation of video clips or to provide the equipment necessary.
- Prepare an oral editorial assignment with sample editorials.

Prior Knowledge & Skills

- Familiarity with terms such as tone, language, point of view, form and editorial

Teaching/Learning Strategies

1.7.1 Student Activity: Students are introduced to the term "clique." Students think/pair/share responses to: What cliques are evident in our school? Are cliques a good or bad thing? Why?
Teacher Facilitation: The teacher makes connections between the term cliques and schools. The teacher elicits comments from students and keeps track of them on the board.
1.7.2 Student Activity: Students view and deconstruct films/TV that illustrate the issue of cliques in society or school settings, according to a guided assessment looking at tone, language and point of view, form, the audience, techniques used in the creation of the film and representation and its impact on society.
Teacher Facilitation: The teacher provides directions, including a handout and answers questions about the assignment. The teacher makes connections between the films/TV and the aspects to be analysed. The teacher helps students complete the handout.
1.7.3 Student Activity: Students read articles about the effects of cliques in someone's life and respond in pairs.
Teacher Facilitation: The teacher either provides articles or directs students to websites where they can read the articles, and assists and monitors their progress.
1.7.4 Student Activity: Students view a film/TV at home that deals with cliques.
Teacher Facilitation: The teacher suggests and/or approves acceptable films/TV shows and provides a viewing guide.
1.7.5 Student Activity: Students prepare an oral editorial that critiques cliques or any other teen issue and present their oral critique to one or two peers for feedback.
Teacher Facilitation: The teacher provides detailed instructions for the expectations for this task including a description of an oral editorial and other guides. The teacher helps students with the preparation of their oral editorials and provides anecdotal feedback about their participation.
1.7.6 Student Activity: Students present their oral editorials to the class.
Teacher Facilitation: The teacher facilitates the presentations and assesses the students using a checklist.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Whole class movie clip deconstruction	Anecdotal	Knowledge/Understanding, Thinking/Inquiry
Response to article	Rating scale	Knowledge/Understanding
Practice Oral Editorial	Peer-assessed checklist	Application, communication
Oral Editorial to class	Checklist	Application, communication

Accommodations

Students who have difficulty presenting to the class can either video tape or record their oral editorial for presentation

Resources

Film

Frears, Stephen. *High Fidelity* (film). Touchstone Pictures, 2000. 113 min ISBN 786936147612

Moyle, Allan. *Pump Up the Volume* (film). New Line Cinema, 1990. 105 min ISBN 794043409738

Sletzer, David. *Lucas* (film). 20th Century Fox Home Entertainment, 1986. ISBN 086162149535

Articles On-line

http://www.ravenwerks.com/leadership/tribal.htm

http://www.time.comt/time/magazine/articles/0,3266,23521,00.html

http://www.time.comt/time/magazine/articles/0,3266,23521-2,00.html

http://www.newswise.com/articles/1999/4/TEEN.UDE.html

http://washingtonpost.com/wp-srv/national/daily/april99/nihilism23.htm

Activity 1.8: Pop Music and Videos

Time: 180 minutes

Description

Students are introduced to the term "representation." Through an analysis of music videos, students discuss and reflect on their representation. They identify what a 'true' representation of teens is and create a storyboard for a music video to foster this definition. Students interview a local disc jockey/ video jockey (DJ/VJ), if available, for information about teens' importance and representation.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences, Media Production

Learning Expectations

MTV.01 - analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;

MTV.02 - analyse media representations to describe their content, identify bias, and explain their impact on audiences;

MT1.01 - identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning;

MT1.03 - analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view;

MT1.04 - explain how aesthetic qualities in media works contribute to audience enjoyment and understanding;

MT1.05 - explain how a media form changes when presented in a new communication context and assess the effect of the changes;
MT2.01 - analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations;
MT2.02 - examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed;
MT2.04 - analyse and explain the representations of behaviours and attitudes in media works;
MAV.02 - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy;
MA1.01 - compare their own and others' responses to a variety of media works and explain how the characteristics of audiences influence how the audiences interpret and enjoy particular works;
MP2.01 - explain how copyright law and guidelines for protecting intellectual property rights affect Canadian media industries.

Planning Notes

- Encourage students to view music videos.
- Establish a current tape of music videos.
- Create a worksheet that students can use to analyse the videos while viewing.
- Contact a local DJ/VJ for interview, if possible.
- Review music videos to use for reference as examples.

Prior Knowledge & Skills

- Ability to identify characteristics of representation

Teaching/Learning Strategies

1.8.1 Student Activity: Students review the definition of the word 'representation'.
Teacher Facilitation: The teacher asks students what 'representation' means. The teacher facilitates a brief discussion of how teens are represented in the media.
1.8.2 Student Activity: Students view a selection of current music videos.
Teacher Facilitation: The teacher assigns viewing of music videos to students as homework.
1.8.3 Student Activity: Students identify how teens are represented and what they represent in each video.
Teacher Facilitation: The teacher asks: How are teens being represented in each video? What does this video say about the likes, dislikes, priorities and beliefs of teens? Is this an accurate reflection of your lives? How is it different? How is it the same?
1.8.4 Student Activity: Students brainstorm how teens 'truly' want to be represented and what values they want to come through in their representation.
Teacher Facilitation: The teacher asks students how they would represent themselves to give an accurate reflection of their lives. What signs and symbols represent you? What actions and beliefs represent you?
1.8.5 Student Activity: Students choose a song, then create a storyboard for a music video based on that song, which will exemplify how teens want to be represented.
Teacher Facilitation: The teacher provides information about creating a storyboard and anecdotal feedback for the storyboard during the creation process. The teacher formally assesses the students with a rating scale.
1.8.6. Student Activity: Students prepare interview questions for visiting DJ/VJ.
Teacher Facilitation: The teacher guides students in acceptable questions and facilitates interview.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Class discussion	Participation checklist	Communication
Storyboard (plan) Storyboard (Completed)	Anecdotal feedback Rating scale	Knowledge/Understanding, Thinking/Inquiry, Communication

Accommodations

- Provide a basic board with a list of ideas or suggestions.
- Consult the Special Education teacher for assistance where necessary.

Resources

A video tape of current music videos depicting teens

Activity 1.9: The Power of Body Language

Time: 120 minutes

Description

Students focus on the body image of teenagers and how teens are portrayed in the media. Students realize how images are made in the media.

Strand(s) & Learning Expectations

Strand(s): Media Texts

Learning Expectations

MT1.06 - explain the ways in which media influence and shape various environments and activities;
MTV.01 - analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;
MT1.01 - identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning;
MT1.04 - explain how aesthetic qualities in media works contribute to audience enjoyment and understanding;
MT2.01 - analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations;
MT2.02 - examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed.

Planning Notes

- Find a current media example where the topic is the issue of teen body image. This could be a talk show, advice column, a website.
- Collect a variety of teen type magazines to use for this activity. The students may be able to bring them in.
- Find some facts about body image and teens such as the number of teens on diets.
- Make links with the Physical Education department by requesting any articles or videos on body image.

Prior Knowledge & Skills

- Ability to critique pieces of media and identify camera angles

Teaching/Learning Strategies

1.9.1 Student Activity: In small groups students examine several teen magazines and then generate a list of words or draw images of the body that the magazine displays. Students then participate in a whole class discussion about their findings and generate a note on body image, including a definition.

Teacher Facilitation: The teacher introduces the task as one which requires them to analyse how body image is affected by media, monitors and supports group work, and facilitates discussion on the connection between body image and teens as it is portrayed in teen magazines.

1.9.2 Student Activity: The students record information on different camera angles and then individually, find an example of each camera angle in the teen magazines. They cut out the pictures that represent the angle and label them on a sheet of paper. Essentially, they are creating a scrapbook of camera angles.

Teacher Facilitation: The teacher presents examples of different camera angles, describes them, and then provides instructions and resources for the task. The teacher also provides assistance in finding certain camera angles and ensuring that students are correct in their identification of the angles.

1.9.3 Student Activity: After students have found examples of each camera angle, they discuss and show their findings to others in the class. Students participate in a whole class discussion on the connection between the camera angles used and the body images they represent as well as the impact of these two items on teens today.

Teacher Facilitation: The teacher facilitates the class discussion and points out statistics related to body image such as the number of teen or young adults who wish they could change their bodies, the number who are on diets and other relevant facts.

1.9.4 Student Activity: Students read an article related to the topic, such as "The Retouching Epidemic" and respond to it in a reflection form.

Teacher Facilitation: The teacher provides the students with a copy of the article and provides questions to be answered in the response. This is a good opportunity to draw on student experience with scanning software, and the ease with which photographs can be altered.

1.9.5 Student Activity: The students discuss a current piece of media related to the issue of teens and body image. Students write a reflection on the media example that they have just examined.

Teacher Facilitation: The teacher presents a current piece of media that deals directly with the issue of body language such as a talk show, an advice column or a radio program. The teacher provides prompts for the reflection.

1.9.6 Student Activity: The students now collect a series of teen images from the media. The students identify the camera angles used and the effect or image that this visual is promoting to teens. Based on their visual collection, students write an opinion piece about how teen media representations affect the teen perspective of body image.

Teacher Facilitation: The teacher assists in providing students with places to find these images such as computer labs, television and newspapers/magazines.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Group Discussion	Checklist	Communication
Camera Angles Scrapbook	Checklist	Knowledge/Understanding, Thinking
Reflection	Anecdotal	Knowledge/Understanding, Communication, Application
Visual Collection and Opinion Piece	Rubric	Knowledge/Understanding, Communication, Thinking/Inquiry, Application

Accommodations

- Have students work in small groups for the visual component of the visual piece and then have them write individual opinion pieces
- Provide examples of magazine images that match the camera angles and use them as the basis for class discussion to save class time.
- Have students do an oral opinion piece rather than a written one.
- Gifted students could create the ideal media form to represent their teen issue to go alongside their deconstruction of current media.

Resources

"The Retouching Epidemic," p. 50 *Mass Media and Popular Culture, Version 2*
Teen Magazines

Activity 1.10: Know The Facts

Time: 300 minutes

Description

Students prepare a mini, single-medium presentation based on teen issues through the deconstruction of media forms. This activity will be completed in pairs with the students using presentation software to present their deconstruction of media related to teen issues. This activity is the foundation for the skills required to complete the course's culminating activity. The teacher teaches key components of the final multimedia campaign in this unit and throughout the course.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences, Media Production

Learning Expectations

MT1.01 - identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning;
MAV.01 - demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
MPV.01 - demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;
MA1.03 - explain how and why people use media and communication technologies;
MP1.01 - select and use the conventions of a particular genre and appropriate techniques to produce media works;
MP1.02 - select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes;
MP1.04 - use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience;
MP2.03 - describe the various stages and responsibilities in the production of a media work.

Planning Notes

- Review with the class the skills required to use presentation software.
- Consider the media forms that can easily be produced in the school for this project.
- Consult with school technology support team, if assistance is required in using presentation software.
- Book computer labs for this activity or make bristol board, scrapbooks and markers available.
- Have access to media forms available to students.

- Have examples of survey questions.
- Make links with computer classes to demonstrate or review the process for creating a slide-show using presentation software. Alternatively, the Technology Department or Media Arts teacher could be contacted to assist with the creation of the culminating activity.

Prior Knowledge & Skills

Knowledge of all media forms and presentation skills

Teaching/Learning Strategies

1.10.1 Student Activity: Students independently brainstorm teen issues that affect teenagers in their school and teenagers everywhere. Students then share their ideas with a partner. Finally, the partners share their ideas with the whole class.
Teacher Facilitation: The teacher directs the students by telling them to think back and review the entire unit. What teen issues did we cover during the unit? What didn't we cover that affects teenagers? Which of these issues do you encounter most in your lives at this school? The teacher also facilitates the whole class discussion.
1.10.2 Student Activity: Students take notes as the teacher outlines the final activity for this unit.
Teacher Facilitation: The teacher tells students that they will be creating a single medium presentation with a teen issue base using presentation software. The context of the project will be that the Students' Council has approached the media class about doing "Teen Issues" presentations. The Council has noticed that a variety of issues are present in the school and they want to help the junior grades make wise decisions or choices about some of these issues. They are asking that students create a single media presentation deconstructing media pertaining to teen issues. The teacher provides a handout outlining the activity.
1.10.3 Student Activity: The students review an example of a proposal, and then write their proposals and identify their focus issue.
Teacher Facilitation: The teacher models how to write a proper proposal and indicates that the class is to use this particular form of writing several times throughout the course.
1.10.4 Student Activity: Students complete a checklist to assess the proposals and oral presentations.
Teacher Facilitation: The teacher uses the same checklist to assess the proposals and presentations. The checklist includes the following criteria:

- Did the student identify their focus issue?
- Did the student identify the media forms they would use?
- Did the student identify the audience for his/her presentation?
- Did the student demonstrate an understanding of the connections between form, content and audience?
- Did the student understand and communicate the purpose of media?
- Did the student select and use the appropriate tone and point of view?

1.10.5 Student Activity: Students continue to focus their final presentation. They create a survey to distribute to peers to find out what they want to learn or hear about in the "Teen Issue" presentation. Students distribute these surveys.
Teacher Facilitation: The teacher shows exemplars of survey questions to guide the students as they create their questions.
1.10.6 Student Activity: Students fill out a production timeline chart. This provides the teacher and the students with a focus and a timeline for students to follow.
Teacher Facilitation: The teacher reviews the timeline with the students and keeps a copy of the timeline to track whether or not students met deadlines.

1.10.7 Student Activity: Students now produce their teen issue presentation following their production timeline, survey results and proposal.
Teacher Facilitation: The teacher assists students in creating their presentations by providing the media tools necessary such as the computer lab, tapes, televisions, magazines or newspapers.
1.10.9 Student Activity: The students present their "Teen Issues" presentations.
Teacher Facilitation: The teacher evaluates the presentations using a rubric (see Unit 1, page 23).
1.10.10 Student Activity: Students write a reflection on their presentation. Students self-assess the strengths and areas of improvement of the presentation.
Teacher Facilitation: The teacher guides students in how to write a reflection.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart
Think/Pair/Share	Checklist	Knowledge/Understanding, Communication
Proposal Oral	Checklist Anecdotal	Knowledge/Understanding, Communication
Survey	Checklist	Communication, Knowledge
Production Timeline	Checklist	Thinking/Inquiry
Media Presentation	Rubric	Knowledge/Understanding, Application, Communication, Thinking/Inquiry
Reflection	Checklist	Thinking/Inquiry, Application

Accommodations

- Monitor daily progress.
- Consult Special Education teachers prior to work on this task so that they can suggest accommodations to assist exceptional students. Have an educational assistant work with any visually impaired students and modify the activity to be a verbal recording of the deconstruction.
- Gifted students could create the ideal media form to represent their teen issue to go alongside their deconstruction of current media.

Appendix 1.3.1

What's in and what's out? What's hot and what's not!?

Complete the chart with your partner or group based on your understanding and your experience of current trends and fads:

Celebrities		Fashion		Games		Music/groups		TV shows	
In	Out	In	Out	In	Out	In	Out	In	Out

Now explain three of your above choices with supporting evidence which is based on your experience and observations:

Appendix 1.3.3

Teen TV show trends

Name of show:
A typical storyline of this show:
What is appealing about this show? Why is it popular? What are similar shows? How is it different from them? What specific trends and fads are shown? Does the show create trends or reflect trends? How do you know? How realistic is this show? Does it reflect your reality?

Appendix 1.4.1

Target audience of sports ads

	AD #1	AD #2	AD #3
Gender			
Income			
Age			
Education			
Rural/urban			
Overall description of target audience			

Appendix 1.6.1

Movie marketing

Part one: Promo marketing techniques

Watch the movie promos several times. Then describe each event in each movie promo that uses:

	Promo #1	Promo #2	Promo #3
high jpm action sequences, images of celebrities, key phrases or dialogue, use of music, special effects			

Part two: Target audience

Based on the observations above, describe the target audience for each promo:

	Promo #1	Promo #2	Promo #3
Age range			
Gender			
Education/interests/hobbies			

Culminating Activity Rubric: "Teen Issues" Presentation

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Knowledge of forms of texts Understands concepts in media	- limited knowledge of media forms - limited understanding of media concepts	- some knowledge of media forms - some understanding of media concepts	- considerable knowledge of media forms - considerable understanding of media concepts	- thorough knowledge of media forms - thorough understanding of media concepts
Thinking/Inquiry Analyse media forms Creativity Inquiry skills	- limited analysis of media examples - limited sense of creativity - applies few of the skills involved in the inquiry process	- some analysis of media examples - some creativity - applies some of the skills involved in the inquiry process	- considerable analysis of media examples - creativity is clearly evident - applies most of the skills involved in the inquiry process	- thorough analysis of media examples - high degree of creativity - applies all or almost all of the skills involved in the inquiry process
Communication Logical organization of presentation	- communicates information with limited clarity - limited sense of teenage audience	- communicates information with some clarity - some sense of teenage audience	- communicates information with considerable clarity - clear sense of teenage audience	- communicates information with high degree of clarity and confidence - strong sense of teenage audience
Application Application of language conventions Application of technology Application of oral communication skills and media conventions/ techniques	- limited accuracy in written language - uses technology with limited effectiveness - uses oral communication skills with limited effectiveness	- moderate accuracy in written language - uses technology with moderate effectiveness - uses oral communication skills with moderate effectiveness	- considerable accuracy in written language - uses technology with considerable effectiveness - uses oral communication skills effectively	- accurate all or almost all of the time - uses technology with a high degree of effectiveness - uses oral communication skills effectively and creatively

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.